



2007 Italian

Higher – Listening/Writing

Finalised Marking Instructions

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Marking Instructions

Questions/Acceptable answers	Unacceptable answers	Markers' notes
Rosa talks about sport and health issues.		
1. Rosa thinks Scotland is enchanting. What makes her think this?		
<ul style="list-style-type: none">• The countryside/landscape/scenery is/it's beautiful/wonderful. Because of the scenery/countryside.	Her trip is wonderful beautiful (on its own) lots of countryside there are many green areas	Ignore for walking Ignore references to flat in an otherwise correct answer
2. Rosa was good at sport at school. How does she make this clear?		
<ul style="list-style-type: none">• She was <u>captain</u> of/in the <u>volleyball team</u> (either volleyball + team or volleyball + captain)		
<ul style="list-style-type: none">• She took part in <u>swimming competitions</u>/the <u>swimming team</u>.	"swimming club" on its own	
<ul style="list-style-type: none">• She was always fit/in shape.	she was in form (on its own)	
<ul style="list-style-type: none">• She did/took part in (a bit of) everything/all sports/every sport	range/a lot	

(any 2 of 4)

Questions/Acceptable answers

3. In what way has her lifestyle changed since she started work?

3 points

- She spends most of the day seated.

- She is too tired for sport/exercise/to go for a run/activities/activity
(note: too tired + a specific)

- She has become/gets/is lazy/her life is not/is less dynamic.

Unacceptable answers

Markers' notes

Ignore – she works all day
– she has less free time

She no longer exercises

lazy and dynamic

Questions/Acceptable answers	Unacceptable answers	Markers' notes
<p>4. (a) What does Rosa now intend to do? 2 points</p> <ul style="list-style-type: none"> Start exercising/do activities/movement/go to the gym/attend a gym/do more exercise/sport. Go <u>running 4 or 5/4/5</u> hours a <u>week</u>. 	<p>Find a gym</p> <p>weekend wrong number times a week</p>	<p>Ignore time references with first bullet point. Ignore numbers with first bullet point</p>
<p>(b) What makes this possible? 2 points</p> <ul style="list-style-type: none"> The streets are quiet/calm/she feels safe/secure/there's no traffic She has found a <u>gym open at night/in the evening/late</u>/she can go to the <u>gym</u> in the <u>evening</u>. 	<p>She lives near a gym (on its own)</p>	<p>Ignore "weekend" if the candidate also has evening</p>

Questions/Acceptable answers

5. What factors does Rosa think have led to many young Italians becoming obese?

3 points

- Italian food can be heavy/full of fat/they are eating fatty foods/fat and heavy food.
- It can be harmful/dangerous/bad for health/they don't eat healthy (food).
- Lots of kids eat what they want/feel free to eat what they want.
- They don't do (enough/appropriate) exercise/sport/movement/activity/they no longer want to play sport.
- Lack of parental control
- Mums fill children up with sweet things/they eat snacks/sweet things
- PE is not mandatory in schools

unless awarded
in Q7

(3 from 7)

Unacceptable answers

Markers' notes

Unhealthy food is popular in Italy

They eat with their friends
They can eat as much/when they want
They eat chocolate

Ignore: finish eating

Ignore: after their meals

Ignore: they watch a lot of TV

Ignore: they eat between meals

Ignore: they watch a lot of TV

Questions/Acceptable answers

6. Rosa thinks Italian parents can be part of the problem. In what way?

4 points

- They don't have (much) control over/check on their/control children less.
- They work late/come home late/and/so miss meals with children/children are already out with friends.
- Mums/parents/they are afraid/worried/think/feel they don't eat (enough) at school.
- Some mums/parents fill children up with sweet things/give children sweets/snacks/fatty things/rubbish.
- They don't encourage children to go out/be active (and play)/they are happy to let them stay in front of computer/TV.
They are happy for children not to go out to play.
They encourage them to stay in front of the computer.

} unless awarded in Q5

} unless awarded in Q5

(4 from 5)

Unacceptable answers

Markers' notes

Ignore: references to eating/food

Note: references to working late and children being out are both necessary for the point

When parents come home the children go out with their friends

They eat at school

let/allow

They don't play outside (ie not clear they = children)

Children are content to watch TV

Questions/Acceptable answers	Unacceptable answers	Markers' notes
<p>7. Rosa has some ideas about how children could be helped to stay fit.</p> <p>What are they?</p> <ul style="list-style-type: none"> • <u>Increase</u> periods of <u>PE</u> in school(s)/do more sport in school(s)/increase sport in school. • Make PE/sport obligatory/make them do PE <p>(Note: Make <u>more sport obligatory</u> – 2 marks)</p> <ul style="list-style-type: none"> • Have prizes/incentives/rewards. • Have an (advertising) campaign/warnings/publish information/make parents/families aware of danger of obesity/dangers of being unhealthy/dangers of being unfit. <p style="text-align: right;">(3 from 4)</p>	<p style="text-align: center;">3 points</p> <p>They should exercise twice/2 hours a week</p> <p style="text-align: center;">} unless awarded in Q5</p> <p>Their families should encourage them They should motivate the children</p> <p>Give talks Have leaflets Countryside/camping</p>	<p>Change can be implied in points 1 and 2</p> <p>Ignore: misplaced references to Advertising campaign</p>

Higher Writing

Task: Short essay

Assessment Process: • With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	10	<ul style="list-style-type: none"> The topic is covered fully, in a balanced way, including a number of complex sentences. Some candidates may also provide additional information. A wide range of verbs/verb forms and constructions is used. There may also be a variety of tenses. Overall this comes over as a competent, well thought-out response to the task which reads naturally. 	<ul style="list-style-type: none"> The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error. Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression. 	<ul style="list-style-type: none"> The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. The language flows well.
Good	8	<ul style="list-style-type: none"> The topic is addressed, generally quite fully, and some complex sentences may be included. The candidate uses a reasonable range of verbs/verb forms and other constructions. 	<ul style="list-style-type: none"> The candidate generally handles verbs and other parts of speech accurately but simply. There may be some errors in spelling, adjective endings and, where relevant, case endings. Use of accents may be less secure. Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. There may be minor misuse of dictionary. 	<ul style="list-style-type: none"> There may be less variety in the verbs used. Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. At times the language may be more basic than might otherwise be expected at this level. Overall the writing will be competent, mainly correct, but pedestrian.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	6	<ul style="list-style-type: none"> The candidate uses mainly simple, more basic sentences. The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. The topic may not be fully addressed. In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues. 	<ul style="list-style-type: none"> The verbs are generally correct, but basic. Tenses may be inconsistent. There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents. Some prepositions may be inaccurate or omitted eg I go the town. While the language may be reasonably accurate at times, the language structure may deteriorate significantly in places. Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses. 	<ul style="list-style-type: none"> The candidate copes with the present tense of most verbs. A limited range of verbs is used. Candidate relies on a limited range of vocabulary and structures. Where the candidate attempts constructions with modal verbs, these are not always successful. Sentences may be basic and mainly brief. There is minimal use of adjectives, probably mainly after “is” eg My friend is reliable. The candidate has a weak knowledge of plurals. There may be several spelling errors eg reversal of vowel combinations.
Unsatisfactory	4	<ul style="list-style-type: none"> In some cases the content may be basic. In other cases there may be little difference in content between Satisfactory and Unsatisfactory. The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be</i>, <i>to have</i>, <i>to play</i>, <i>to watch</i>. While the language used to address the more predictable aspects of the task may be accurate, serious errors occur when the candidate attempts to address a less predictable aspect. The Personal Response may be presented as a single paragraph. 	<ul style="list-style-type: none"> Ability to form tenses is inconsistent. In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. There may be confusion between the singular and plural form of verbs. There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. Several errors are serious, perhaps showing mother tongue interference. There may be one sentence which is not intelligible to a sympathetic native speaker. Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> The candidate copes mainly only with predictable language. There is inconsistency in the use of various expressions, especially verbs. Sentences are more basic. An English word may appear in the writing or a word may be omitted. There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	2	<ul style="list-style-type: none"> The content and language may be very basic. However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory. 	<ul style="list-style-type: none"> Many of the verbs are incorrect or even omitted. There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in spelling and word order. Prepositions are not used correctly. The language is probably inaccurate throughout the writing. Some sentences may not be understood by a sympathetic native speaker. 	<ul style="list-style-type: none"> The candidate cannot cope with more than 1 or 2 basic verbs, frequently “has” and “is”. Verbs used more than once may be written differently on each occasion. The candidate has a very limited vocabulary. Several English or “made-up” words may appear in the writing. There are examples of serious dictionary misuse.
Very Poor	0	<ul style="list-style-type: none"> The content is very basic. 	<ul style="list-style-type: none"> (Virtually) nothing is correct. Most of the errors are serious. Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> The candidate copes only with “have” and “am”. Very few words are correctly written in the foreign language. English words are used. There may be several examples of mother tongue interference. There may be several examples of serious dictionary misuse.

What if....?	
the candidate exceeds the recommended word count?	This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 120 words. It is important to assess what has been written – sometimes by exceeding the word count the candidate’s control of the language deteriorates and this has to be reflected in the mark awarded.
the candidate has been asked to address a topic with two aspects but only addresses one of these?	In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6.
some parts of the writing fit into one category but others are in the next, lower category?	If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Criteria should be used to help the marker come to a final decision.
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.

[END OF MARKING INSTRUCTIONS]